



Handforth Grange Primary School

Equality information and objectives

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ben Holt. They will:

- › Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Francesca Saven. They will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting our No Outsider's ethos across school within our curriculum and through a weekly No Outsider's assembly which focuses on each of the protected characteristics.
- › Promoting tolerance, mutual respect, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, relationship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. These often linked to specific celebration or awareness days such as Afro Hair Day, Autism Awareness Day and Odd Socks Day.
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, within RE lessons and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Close the gaps in attainment and achievement between students for all groups of students; paying particular attention to students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic and religious groups.

Why we have chosen this objective: To enable all children to make exceptional progress particularly the most disadvantaged, including pupils with SEND and minority ethnic groups.

To achieve this objective we plan to: Carry out termly pupil progress reviews with Senior leaders and class teachers which analyse data for all groups of children to enable targeted support to be put in place where required at the earliest opportunity. Provide after school tuition to children in receipt of pupil premium. To monitor the attendance of disadvantaged children, providing access to free breakfast clubs and collection from home where required to improve attendance.

Progress we are making towards this objective: Termly pupil premium, SEND and attendance reports are produced detailing the progress made by all groups.

Objective 2

Continue to improve accessibility across the school and our buildings for students, staff and visitors with disabilities, including access to specialist resources.

Why we have chosen this objective: To further improve the access into the building for parents who have disabilities and to ensure that we are providing equal access to all children with SEND who attend or may attend in the future.

To achieve this objective we plan to: As part of ongoing building improvements install automatic doors to replace the current playground door. Continue to review access to the school through the accessibility plan.

Progress we are making towards this objective: Planned installation over the Easter holidays 2023. Further details can be found in the Accessibility Plan 2022-23.

Objective 3

Challenge the use of homophobic, sexist and racist language in our buildings

Why we have chosen this objective: To ensure that children and adults in school are treated with mutual respect and are

To achieve this objective we plan to: Have a clear and consistent behaviour policy which has the highest expectations of children's behaviour. Ensure that all staff in school read, sign and adhere to the Staff Code of Conduct and treat all stakeholders with the greatest respect. Ensure that parents read and sign the parent code of conduct when joining the school. Ensure that the No Outsider's ethos, assemblies, PSHE and Relationships Curriculum enables children to develop and deepen their understanding of equality and diversity within our school, their community, the UK and wider world.

Progress we are making towards this objective: The behaviour policy is aligned with the DFE 2022 Behaviour Strategy and is used consistently in school. Any incidences of racist, homophobic or sexist language will be dealt with as severe incidents and will be reported to the governing body and trust board. All staff have signed and read the code of conduct. The parent code of conduct will be shared with any new parents joining the school mid-year as well as those who join in September.

Objective 4

Ensure our curriculum represents our diverse society and encourages tolerance and respect of different cultures

Why we have chosen this objective: The school has a vision of providing pupils with the highest quality curriculum which enables all children to go on to live choice filled lives. The area of Handforth has traditionally not been an area rich in diversity but over recent years our percentage of children from minority ethnic groups has increased. The school wants to ensure that our curriculum represents the diversity within the community and wider world so that children leave our school as responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

To achieve this objective we plan to: Our No Outsider's ethos, PSHE and Relationships Curriculum ensures that all children develop and deepens their understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance and the protected characteristics. The reading spine contains a range of books which reflect all groups. The school has a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled. This includes any incidences between children, parents and teachers in school. Staff play an important role in modelling positive behaviours. Child Protection and Safeguarding Policy and Behaviour policies include references to KCSIE 2022 and clearly detail how incidences are identified and dealt with. Any incidences of sexist, racist or homophobic, biphobic and transphobic behaviours are reported to governors on a termly basis. The school has developed partnerships with schools in China and Spain to enable children to broaden their understanding of different cultures.

Progress we are making towards this objective: Incidences of sexist, disablism, racist or homophobic, biphobic and transphobic behaviours is rare. The Autumn term behaviour report reported no incidences of sexist, disablism, racist or homophobic, biphobic and transphobic behaviours in the Autumn Term 22/23. Children are able to talk about diversity and equality in a positive way. Children can recall the British Values and what they mean to them. They show a good understanding of the diversity within different families including LGBT+. School partnerships have commenced working on joint projects which will enable children to share their learning and gain knowledge of cultures around the world.

Objective 5

Ensure that our policy development takes account of the Equality duty via an impact assessment

Why we have chosen this objective: To ensure that the school considers the impact of significant decisions on particular groups to prevent any group of children, parents, teachers or staff member being prevented from accessing any activity, event, residential trip or area of the curriculum.

To achieve this objective we plan to: Complete an equality impact audit of the current teaching and learning policy, the school building, policies and procedures. Senior Leaders along with class teachers to complete an impact assessment as part of the risk assessment procedure for each trip, residential or adventurous activity within school.

Progress we are making towards this objective: This is a new assessment which will commence in March 2023 and aims to be completed within one year.

9. Monitoring arrangements

The Head Teacher and Equality Governor will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Head teacher and Operations committee at least every 4 years.

This document will be approved by the Head teacher and Full governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan 2022-23
- The FFET Equality and Diversity Policy 2022-23
- Pupil Premium Strategy Statement 2022-23
- SEND Policy 2022-2023
- Behaviour Policy 2022-23
- Child Protection and Safeguarding Policy 2022-23